



IMPACT OF USING SOCIAL MEDIA ON WELL-BEING OF IN-SERVICE PRIMARY SCHOOL TEACHERS AT VARANASI

Dr. Bhola Vishwakarma

District Coordinator, Samagra Shiksha Abhiyan, Varanasi (UP), India - 221002

ABSTRACT

In modern era, as Social Media Addiction (SMA) is recognized as major cause of declined psychological, social and physical well-being of our society including teaching professionals. Different Social Networking Sites (SNS) usage has become increasingly pervasive among professional and teachers in the last decade; it was not known if these platforms are positively or negatively related to teacher's mental health and well-being. This study made its effort to analyze significance of social media addiction status and purpose on well-being of school teachers. There are 6601 primary teachers working in govt. school at Varanasi district of Uttar Pradesh state. Through incidental sampling technique 256 teachers were selected for sample. Social Media Addiction Checklist (SMAC) and Well Being Index (WBI) test scale were used. To accomplish the objectives obtained data was analyzed through percentage and t-test. Result revealed that social media non-addicted teachers have high level of well-being. Teacher using social media for academic purpose have high level of well-being rather than personal purpose.

KEYWORDS: Social Media Addiction (SMA), Social Networking Site (SNS), Well-being and School Teachers

INTRODUCTION

In present world social media usage has become increasingly pervasive among professional and teachers in the last decade; it was not known if these platforms are positively or negatively related to teacher's perception of their mental well-being. Thus social media has been taken as great concern in psychological and social researches. During the last 5 years, the number of teenagers using social media has increased dramatically (O' Keffe & Pearson, 2011). Well-being, quality of life, happiness, life satisfaction and active and positive life style all are issues related to human being that require wider link and greater understanding.

As every human go through his life span and face changes. All have decisions to make and their lives may have to adapt to both their environment and situation for their quality of life and well-being. Chouhan and Sharma, V. (2014) suggest well-being includes the relationship of the mind, spirit and body also explores the psychological dimensions. Thus wellbeing is a positive concept emphasizing personal and social resources as well as physical capabilities. Present model, notion of well-being refers to health, vitality, creativity, fulfillment and resilience. It refers to thriving and flourishing that involves mind, body, society and surroundings normally. Well-being in term of Indian nomenclature, it refers to harmony of Indriyas, Chitta and Atma. The Indian approach of well-being proposed to Karuna, Maitri, Mudita and Upeksha meaning as Compassion, Relatedness, Pleasant disposition and Avoidance of conflict.

Social media are web based communication gadget that allows individuals to interact with each other by both sharing and consuming information. Michael Dewing (2010) suggest kinds of internet service commonly associated with social include- Blog, Social bookmarking sites, Status update services, Social Networking Sites (SNS) and Media sharing sites. There are two terms 'Social Media' and 'Social Networking sites'. Media mention to the information you are actually sharing, whether it is a link to an article, video, document, simple status update or anything else. Networking, adversely, has to do with who our audience is and the relationships we have with them.

Addiction is a complex condition that leads to negative effects. In other forms of addictions like drugs, gambling, video gaming, overeating etc., people feel bound to particular activities such that they become harmful habits, which can obstruct in their lives and this can be said of individual who use social media sites excessively (American Psychological Association). The common social media addiction symptoms as- Spending an excessive amount of time, Thinking obsessively, Withdrawing from other, Feeling anxious, Neglecting tasks and duties, An inability to cut back on social media use etc. (<https://mind.help/topic/social-media-addiction>)

There are several reviews which are directly or indirectly related to considered variables of the present study. Subhashini and Raju (2021) found that there is a significant association between time spent on social media and the number of social networking apps. Deepa and Priya (2020) indicated that majority of the respondents using number of social networking sites and they are spending time more than four hours in a day and found relationship between feeling anxious and serious active. Mathewson (2019) reported that there was a weak positive correlation in between the relationship of social media usage and depression and anxiety among undergraduate students. Chouhan and Joshi (2018) found that youth are using more social media as compared to teenagers and they have a low level of well-being. Muflih & Amestiasih (2018) reported insignificant relationship

between social media addiction with anxiety and social health disaster risk variables in adolescents. O'Reilly, Dogra et al. (2018) suggested that targeting and utilizing social media for promoting mental wellbeing among adolescents and educating youth to manage the possible deleterious effects. Masthi and Pruthvi (2017) found Psychological (anger, isolated and frustration) and behavioural (sleep disturbance and abandon personal hygiene) adversity was observed in 67.42% and 51.01% of public and private school pupils respectively. Hawi & Samaha (2016) found social media in terms of addictive behaviours adversely related to self-esteem, and the latter had a definitive and conclusive concordance with life satisfaction. Puri and Solanki (2016) explored psychological well-being are slightly negatively correlated with social networking while others are slightly positively correlated with social networking. Mishra, Dangi and Patel (2015) found networking sites and the psychological well-being while positive relationship existed between online perceived social support and psychological well-being. Bolton et al. (2013) found that social media use might also have a positive effect on young people's psychological and emotional well-being and help them to strengthen and nurture supportive relationships with family and friends.

The review of literature states that many studies conducted on social media and internet addiction. Not a single study has been found on this topic on well-being of school teachers related to social media. In India, very few studies had been conducted in the context of well-being in relation to social media. This gap has been motivated to conduct a research investigation to know how social media addiction affects well-being of school teachers.

Now a day's school teachers were huge using of social media compare to before pandemic. Without any proper training, guidelines and monitoring the negative impact explores on students as well as teacher's well-being. Presently using of social media to school teachers is compulsory and it becomes part of service. This study explores well-being of primary school teachers to the social media addiction. Government primary school teacher, who are using social media through Smartphone for teaching and non-teaching purpose were the respondent of the study. In Varanasi district there are 6601 government primary school teachers working. Since a large number of populations as govt. school teachers compare to other academic areas, therefore this study is greater scope in future in understanding use of social media and their effect on well-being of teachers.

In context of aforesaid the present study will intend to explore the social media addition and its affect on well-being among primary school teachers, therefore objective stated as- To assess the level of well-being among primary school teachers in relation with social media. For fulfillment of objective there are two hypothesis formulated as following-

Ho1: There will be no significant difference in level of well-being of school teachers in their social media addiction status.

Ho2: There will be no significant difference in level of well-being of purpose of using social media.

Methodology:

Primary school teachers who are working in government school in Varanasi were the population of the study. Incidental sampling techniques were used in which self-motivated school teacher responded through online questionnaire. Out of

6601 total 256 (N=256) sample or school teacher were responded within stipulated time in which 149 males and 107 are females. Out of five purpose (academic, entertainment, personal, social and other) of using social media only two (academic and personal) were compared. Social media addiction status and purpose were the independent and well-being is the dependent variables. The Social Media Addiction Checklist (SMAC) developed by Chouhan & Joshi (2016) and Well-Being Index developed by Chouhan & Sharma (2016) were adopted for assessing social media addiction and well-being respectively. SMAC consists of 40 statements responding in the form of Yes/No and provided 1 and 0 marks respectively where as WBI scale consists of 50 statements and scoring procedure based on 5 point Likert scale. The analysis of collected data comprised of mean by t-test for purpose (Academic and Personal) and social media addiction status (Addict and Non-Addict).

Table 1: Compare Addiction

	Addiction	N	Mean	S.D	SEM	t
Well-being	Addicted	65	205.40	18.906	2.345	3.186*
	Non-addicted	191	213.33	16.769	1.213	

* Significant at 0.05

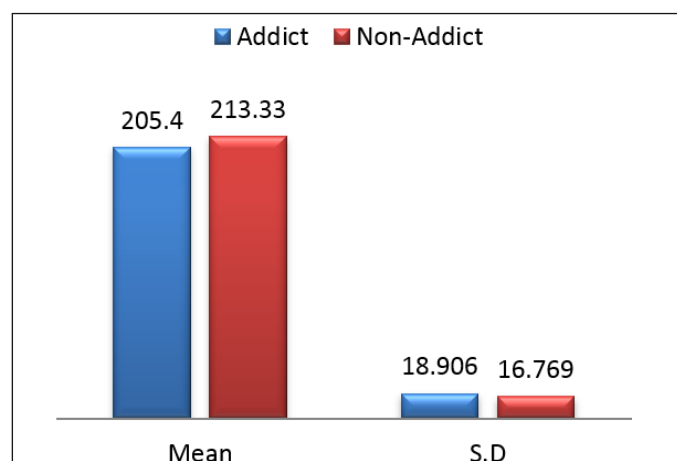


Table-1 presents analysis for social media addiction status on considered measure of well-being which is endorsed as significant ($t=3.186$) because of 't' value is more than table value. More precisely social media addict group of school teachers are found poorer in their level of well-being ($M=205.40$) as compared to social media non-addict group of teachers ($M=213.33$). On the basis of obtained result it can be concluded that over dependency on social media adversely affect well-being of school teachers. Thus hypothesis Ho1, there will be no significant difference in level of well-being of school teachers in their social media addiction status is rejected.

Our result indicated that the social media addicted school teachers have less mean for level of well-being also Puri and Solanki (2016) indicated that psychological well-being are slightly negatively correlated with social media addiction. Thus our results support the above study.

Table 2: Compare Purpose

	Purpose	N	Mean	S.D	SEM	t
Well-being	Academic	166	213.71	16.860	1.309	2.049*
	Personal	27	206.52	17.270	3.324	

* Significant at 0.05

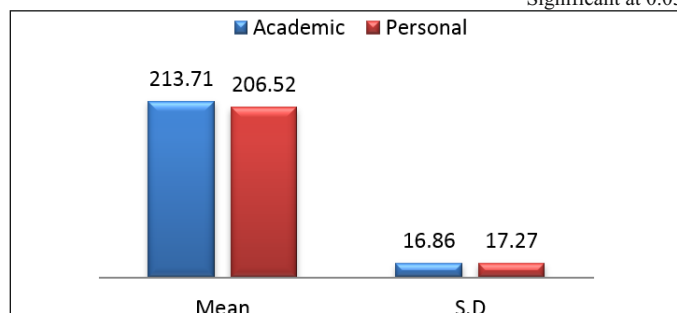


Table-2 presents analysis for purpose academic vs. personal on considered measure of well-being which is endorsed as significant ($t=2.049$) because of 't' value is more than table value. More precisely using personal purpose social media of school teachers are found poorer in their level of well-being ($M=206.52$) as compared to academic purpose ($M=213.71$). On the basis of obtained result it can be concluded that using social media for personal purpose adversely affect well-being of school teachers. Thus hypothesis Ho2, there will be no significant difference in level of well-being of purpose of using social media rejected. About 50.78% primary school teachers consider that SNS is giving a platform where persons share their opinions and feelings while 83.20% consider SNS is the need of our society.

Result and Conclusion:

Since social media addict group of school teachers are found poorer in their level of well-being, therefore over dependency on social media adversely affect well-being of school teachers. Purpose of using social networking sites like- academic, entertainment, personal, social and others. Comparing academic and personal score reveals that teacher were using social media for academic purpose have high level of well-being. Thus two major finding are-

1. Social media addicted primary school teachers have low level of well-being compare to non-addicted.
2. Using social media for mostly academic purpose have high level of well-being rather than personal purpose.

The study was conducted to examine the impact of social media on teacher's well-being issues. Thus in present scenario social media usage has become increasingly pervasive among teachers; over uses of these platforms are negatively related to teacher's well-being. Study also reported that majority of school teachers were using social media for academic purpose. Despite this fact that engaging in different forms of social media is a routine activity and benefited children to old age group by increasing communication, social connection, and even technical competence.

Implication: The relationship between social media usage and well-being is important in understanding the complexities of the SNS needs of school teachers. Organizing social media campaigns for impact of social media usage on well-being of school teachers. Presenting information about resources available on school should a teacher be experiencing with social media and well-being. Understanding the social media usage can increase comparison, increasing programming and opportunities that encourage appreciation, gratitude, and self-care can help teacher cultivation.

Delimitations and Limitations: The sample of present study limited to Smartphone user school teachers. The study was conducted on govt. school teachers, although prevalence of social media addiction exists among all school teachers. Study does not cover qualification and experience of school teachers which may affects well-being. Study limited to only interest responded school teacher can provide their response online. Cross-sectional design of this study limits obtained result. The sample size and area limits generalize ability of the findings. Study was focus on well-being psychological aspects of social media addiction despite other addiction. Study limits only primary school teachers, rather than secondary and higher teacher.

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